

GUIDELINES FOR REVIEWING A CORE READING PROGRAM RUBRIC

Common Core State Standards Treasures Kindergarten

Final Review

Directions for use:

- Thoroughly review the core reading program using the corresponding rubric.
- Only evaluate the individual components that correlate with the grade level to review. (*Note the placement of the “x” within the grade level columns.*)
- Each indicator must receive a score using the following criteria:
 - 2 – Exceeds expectations
 - 1 – Meets expectations
 - 0 – Does not meet expectations(*For any indicator receiving a 0, comments must be provided justifying the score.*)
- Record the total score for each area in the final row for the section.



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INSTRUCTIONAL DESIGN (ID)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is there empirical research on this program's efficacy?	X	X	X	X	X	X	X	1	Program included demonstration of alignment with research.
2. Are resources available to help the teacher understand the rationale for the instructional approach and program strategies (e.g., articles, explanations in the teacher manuals, references, and reliable websites)?	X	X	X	X	X	X	X	1	Great EL resources.
3. Does the comprehensive program address the five components of reading (phonological/phonemic awareness, phonics, fluency, vocabulary and comprehension)?	X	X	X	X	X	X	X	1	
4. In addition to the five components of reading, are other dimensions of reading such as spelling, writing, oral language, and listening comprehension addressed?	X	X	X	X	X	X	X	1	
5. Is there a scope and sequence?	X	X	X	X	X	X	X	1	
6. Are goals and objectives clearly stated?	X	X	X	X	X	X	X	1	
7. Are student materials aligned with instructional objective of the lesson?	X	X	X	X	X	X	X	1	
8. Do instructional materials increase in difficulty as students' skills strengthen?	X	X	X	X	X	X	X	1	
9. Are all lessons and activities (e.g., whole group, small group, and centers) reading-related?	X	X	X	X	X	X	X	1	
10. Is there a clear and logical organization to the lessons in:									
The order and procedures of each day's lesson?	X	X	X	X	X	X	X	1	The order was clear and easy to follow. All additional materials were explained and shown in the teacher manual. There were movement breaks scheduled in and transition ideas to take advantage of every moment ("Transitions that Teach"). The order and procedures were clear and consistent, exceptional.
The inclusion of all necessary materials?	X	X	X	X	X	X	X	1	Very well organized.
The consistency of each day's lesson format?	X	X	X	X	X	X	X	1	
Addressing the components of reading every day?	X	X	X	X	X	X	X	1	
11. Is instruction consistently explicit? Is it concise, specific, and related to the	X	X	X	X	X	X	X	1	A strength of this program is that a novice reading teacher could do a good job of teaching

objective?									with all the specifics. For the experienced teacher, they are good reminders.
12. Are teacher directives highly details to ensure accurate implementation?	X	X	X	X	X	X	X	1	
13. Does the lesson format facilitate frequent interactions between teacher and students?	X	X	X	X	X	X	X	1	
14. Is instruction consistently systematic? Is there a prescribed order for introducing specific skills within each component of reading?	X	X	X	X	X	X	X	1	
15. Are there coordinated instructional sequences and instructional routines which include:									
Modeling?	X	X	X	X	X	X	X	1	
Guided practice with feedback?	X	X	X	X	X	X	X	1	
Student practice and application?	X	X	X	X	X	X	X	1	Specific instructions for literacy work stations throughout.
Cumulative review?	X	X	X	X	X	X	X	1	
16. Are there many guided practice opportunities for explicit teaching and teacher-directed feedback (for typically progressing readers and more for struggling readers)?	X	X	X	X	X	X	X	1	
17. Does the program provide clear guidance for the teacher to document student progress and inform instruction?	X	X	X	X	X	X	X	1	
18. Does instruction make a clear connection <i>among</i> all five components?	X	X	X	X	X	X	X	1	
19. Is scaffolding a prominent part of the lessons?	X	X	X	X	X	X	X	1	Instructions for helping the dyslexic student, in addition for those struggling, HA, and EL students.
20. Are instructions for scaffolding specific within each lesson?	X	X	X	X	X	X	X	1	
21. Are teachers encouraged to give immediate, specific feedback (corrective or positive)?	X	X	X	X	X	X	X	1	There are feedback tips for small groups, however this seems to be lacking in tips for whole group, individual feedback, and quick-checks.
22. Is differentiated instruction prominent?	X	X	X	X	X	X	X	1	
23. Is instruction differentiated based on assessment?	X	X	X	X	X	X	X	1	
24. Are directions for differentiating instruction specific?	X	X	X	X	X	X	X	1	

25. Is small-group instruction (small teacher-pupil ratio) part of daily instruction?	X	X	X	X	X	X	X	1	
26. Are there guidelines for forming flexible groups based on student progress?	X	X	X	X	X	X	X	1	
27. Are enrichment activities included for advanced students?	X	X	X	X	X	X	X	1	Lacks in Bloom's level activities.
28. Does the program provide instruction for English Learners?	X	X	X	X	X	X	X	1	Daily EL instruction ideas. Interesting section on grammar transfers based upon native language.
29. Does the program specify for whom it is appropriate (e.g., students on or above grade level, students slightly behind their peers, students more than one grade level behind their peers)?	X	X	X	X	X	X	X	1	
30. Does the program specify who should provide instruction for accurate implementation (e.g., special education teacher, general education teacher, paraprofessional, or volunteer)?	X	X	X	X	X	X	X	1	<i>Publisher's Comment:</i> The program is intended for the classroom teacher. The label of Teacher's Edition is meant to indicate that use. Due to the various ways in which school districts and individual schools identify classroom teachers, the school would determine who will receive and use program components.
31. Does the program specify the instructional setting (e.g., general education classroom, computer lab, or resource room)?	X	X	X	X	X	X	X	1	<i>Publisher's Comment:</i> The materials are intended for the teacher/student setting. Materials are identified as teacher materials and student materials. Due to the various ways in which school districts and schools are organized, the specific setting for which the materials are to be used in a particular school is to be determined by the school.
TOTAL								37	

PHONOLOGICAL/ PHONEMIC AWARENESS (PA)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is phonological/phonemic awareness instruction explicit ?	X	X						1	
2. Is phonological/phonemic awareness instruction systematic ?	X	X						1	
3. Does phonological/phonemic awareness instruction include coordinated instructional sequences and routines ?	X	X						1	

4. Is phonological/phonemic awareness instruction scaffolded ?	X	X						1	
5. Does phonological/phonemic awareness instruction include cumulative review ?	X	X						1	
6. Are assessments included to measure and monitor progress in phonological/phonemic awareness?	X	X						1	
7. Is PA only a small portion of the daily lesson?	X	X						1	15-20 minutes of oral language and Phonemic Awareness.
8. Does each day's lesson focus on only one or two PA skills (as opposed to several)?	X	X						1	
9. Are there instructions for PA activities to alert the teacher to student readiness?	X	X						1	Specific checks for the teacher: "Students should be able to do___now. If not, then___." Great corrective feedback. There are quick checks throughout.
10. Does the program contain instructional activities that are designed to stimulate the growth of phonemic awareness?	X	X						1	
11. Does PA start with larger units (words and syllables) and progress to smaller units (phonemes)?	X	X						1	
12. Does PA start with rhyming and progress to phoneme isolation, blending, segmenting, and phoneme manipulation?	X	X						1	One week of rhyming.
13. Do students count the number of words in spoken sentences?	X							1	Track the Print (shared writing)
14. Are there rhyming activities (recognition and production)?	X							1	Publisher's Comment: Throughout the program, activities that require students to recognize rhyme and produce rhymes are included.
15. Are there alliteration activities?	X							1	There is evidence of this, but more is needed.
16. Are there activities that involve counting the number of syllables in a word?	X							1	Publisher's Comment: Phonological Awareness instruction on counting syllables is included.
17. Are there activities that involve blending and segmenting syllables in a word?	X							1	
18. Are there activities for students to blend onsets and rimes?	X							1	
PHONEMIC AWARENESS									
19. Do activities follow the continuum of word types (beginning with short words that contain two or three phonemes)?	X	X						1	
20. Does instruction include physical	X	X						1	The majority of instruction seems to be verbal.

representations (e.g., clapping, Elkonin boxes with markers, counters, tiles, fingers, and auditory cues) to help students make the connection between sounds and print (the alphabetic principle)?									
21. When PA activities are at the phoneme level, do students' activities target the first sound in words and then move to the last sound in words and finally focus on the middle sound in words?	X	X						1	
22. Are there blending activities at the phoneme level?	X	X						1	
23. Are there segmenting activities at the phoneme level?	X	X						1	
24. Once students demonstrate early phonemic awareness, is PA instruction linked to phonics instruction?	X	X						1	
25. Does the program specify when oral language PA activities should be phased out?	X	X						1	<i>Publisher's Comment:</i> Instruction for Phonemic Awareness was intentionally provided throughout the year to provide for the diverse needs of students in any given classroom. If phonemic awareness instruction is not needed, it can be phased out by the teacher or continued as quick review activities.
26. Are the words used in PA activities found in subsequent word lists and text readings?	X	X						1	
27. Does the program include a pronunciation guide for the various features of sound production (e.g., stop sounds and continuous sounds)?	X	X						1	A pronunciation guide is on the website.
28. Do computer-based programs pronounce sounds distinctly, correctly, and without distortion?	X	X						1	Most of these are appropriate, except short /a/ in one game is a little off. Also the choice of ink for a short /i/ sound could lead to short /i/ long /e/ confusion. The choice of egg for short /e/ could lead to short /e/ long /a/ confusion. These should not be the first teaching examples for students learning the vowel sounds. If these could be changed, the program may become even more effective.
TOTAL								28	

PHONICS (P)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is phonics instruction explicit ?	X	X	X	X	X	X	X	1	There is daily phonics instruction.
2. Is phonics instruction systematic ?	X	X	X	X	X	X	X	1	Phonics instruction application is supported by the text.
3. Does phonics instruction include coordinated instructional sequences and routines ?	X	X	X	X	X	X	X	1	
4. Is phonics instruction scaffolded ?	X	X	X	X	X	X	X	1	
5. Does phonics instruction include cumulative review ?	X	X	X	X	X	X	X	1	
6. Are assessments included to measure and monitor progress in phonics?	X	X	X	X	X	X	X	1	
7. Does the program teach both consonants and vowels?	X	X						1	
8. Are short vowels taught before long vowels?	X	X						1	
9. Are individual letter-sounds taught first, followed by digraphs, blends, and word families?	X	X	X					1	
10. Are high utility letter-sounds (e.g., /a/, /m/, /s/, /t/, /r/ found in short, one syllable CVC or CCVC words) introduced before low utility letter-sounds (e.g., /x/, /y/, /z/)?	X	X						1	
11. Are letter-sound correspondences taught to mastery and reviewed cumulatively?	X	X						1	
12. Are students taught an explicit strategy to decode words by their individual sounds?	X	X	X					1	
13. Do students practice decoding words that contain only those letter-sounds that have been previously taught?	X	X	X					1	
14. Once students have mastered a few letter-sounds, do they immediately apply them to reading word lists and short decodable texts?	X	X						1	
15. Are symbol to sound (decoding) and sound to symbol (spelling) taught explicitly?	X	X	X	X	X	X	X	1	
16. Is spelling taught during word learning so students can understand how sounds map onto print?	X	X	X	X	X	X	X	1	
17. Does instruction progress from simple to more complex concepts (e.g., CVC words	X	X	X	X	X	X	X	1	

before CCCVCC words and single syllable words before multisyllabic words)?									
18. Does instruction follow the continuum of word types (beginning with CV and CVC words), incorporating continuous and stop sounds and blends in an appropriate sequence?	X	X						1	
19. Are reviews of previously taught concepts and words frequent and cumulative?	X	X	X	X	X	X	X	1	
20. Is emphasis placed on fluency practice for each phonics component (e.g., sound identification, CVC blending, word recognition, multisyllabic words, and text reading)?	X	X	X	X	X	X	X	1	Limited variant presented for stations.
21. Are there ample decodable texts (familiar and unfamiliar) for students to practice applying their skills with phonic elements?	X	X	X	X				1	The decodable texts are a strength of the program.
22. Are decodable texts read before trade books (for students to master new skills)?	X	X	X	X				1	
23. Does the program clarify that high frequency words can be both regular and irregular?	X	X	X	X				1	Publisher's Comment: While not explicitly pointed out to students, high frequency words taught include both regular and irregular words. When regular high-frequency words are decodable based on the scope and sequence of instruction, the students are taught to decode and blend the sound-spellings of the word.
24. Are irregular words that are visually or phonemically confusing (e.g., saw/was, where/were, of/off) separated?	X	X						1	
25. Does the program include explicit instruction in irregular words and decoding strategies for the decodable parts of words (clarifying that the letters represent their most common sounds as well as the irregularities of certain letters)?	X	X	X	X				1	
26. Are the numbers of high frequency, irregular words introduced in one lesson kept to a minimum?	X	X	X	X				1	
27. Are irregular words pre-taught before students read connected texts?	X	X	X	X				1	
28. Are difficult, high frequency words reviewed often and cumulatively?	X	X	X	X				1	
TOTAL								28	

FLUENCY (F)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is fluency instruction explicit ?	X	X	X	X	X	X	X	1	
2. Is fluency instruction systematic ?	X	X	X	X	X	X	X	1	
3. Does fluency instruction include coordinated instructional sequences and routines ?	X	X	X	X	X	X	X	1	
4. Is fluency instruction scaffolded ?	X	X	X	X	X	X	X	1	
5. Does fluency instruction include cumulative review ?	X	X	X	X	X	X	X	1	
6. Are assessments included to measure and monitor progress in fluency?	X	X	X	X	X	X	X	1	The quick checks are helpful for this as well as the more formal assessments included in the program.
7. Does the program address all dimensions of fluency (speed, accuracy, and prosody)?	X	X	X	X	X	X	X	1	
8. Does the program encourage the teacher to model speed, accuracy, and prosody?	X	X	X	X	X	X	X	1	Choral reading and echo reading is suggested.
9. Are letter-sounds taught and practiced frequently to promote automaticity?	X	X						1	
10. Does fluency practice during letter-sound study and text reading involve the teacher's providing feedback to students?	X	X	X	X	X	X	X	1	
11. Is fluency instruction integrated into each day's lesson?	X	X	X	X	X	X	X	0	Publisher's Comment: In Kindergarten, sound-spelling fluency; word automaticity, and connected text fluency is part of the weekly instructional routine throughout the grade.
12. Is the decoding strategy taught so that it becomes automatic?	X	X	X	X	X	X	X	1	
13. Are irregular words taught to be recognized automatically?	X	X	X	X	X	X	X	1	
14. Is an explicit strategy taught as students transition from reading words in lists to reading connected text?	X	X						1	
15. After error correction, are students asked to reread the word, word list, or sentence correctly and then to reread it from the beginning?	X	X	X	X	X	X	X	1	
TOTAL								15	

VOCABULARY (V)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is vocabulary instruction explicit ?	X	X	X	X	X	X	X	2	Instruction is based on Isabel Beck design.
2. Is vocabulary instruction systematic ?	X	X	X	X	X	X	X	2	
3. Does vocabulary instruction include coordinated instructional sequences and routines ?	X	X	X	X	X	X	X	2	
4. Is vocabulary instruction scaffolded ?	X	X	X	X	X	X	X	1	
5. Does vocabulary instruction include cumulative review ?	X	X	X	X	X	X	X	1	High frequency words and vocabulary words have a weekly review.
6. Are assessments included to measure and monitor progress in vocabulary ?	X	X	X	X	X	X	X	1	On a weekly basis, for a single week.
7. Is emphasis placed on listening and speaking vocabulary?	X	X	X	X	X	X	X	1	There is less evidence for listening and more emphasis on speaking.
8. Is there emphasis on reading and writing vocabulary?	X	X	X	X	X	X	X	1	
9. Are students exposed to diverse vocabulary through listening to or reading narrative and expository texts?	X	X	X	X	X	X	X	1	
10. Does the program include frequent use of teacher read-alouds using higher level books with explanation and instruction of key vocabulary?	X	X	X	X	X	X	X	1	
11. Does vocabulary instruction occur before, during, and after reading?	X	X	X	X	X	X	X	1	
12. Are a limited number of words selected for robust, explicit vocabulary instruction?	X	X	X	X	X	X	X	1	
13. Are important, useful, and difficult words taught?	X	X	X	X	X	X	X	1	
14. Does the instructional routine for vocabulary include:									
Introducing the word?	X	X	X	X	X	X	X	1	
Presenting a student-friendly explanation?	X	X	X	X	X	X	X	1	
Clarifying the word with examples?	X	X	X	X	X	X	X	1	
Checking students' understanding?	X	X	X	X	X	X	X	1	Few small group individual checks listed.
15. Are ample opportunities provided to engage in oral vocabulary activities that:									
Repeat exposure to words in rich and multiple contexts?	X	X	X	X	X	X	X	1	

Use everyday language to explain word meanings?	X	X	X	X	X	X	X	1	The program also uses additional total physical response. This is valuable for EL students and kinesthetic learners.
Connect word meanings to prior knowledge?	X	X	X	X	X	X	X	1	
16. Are students given multiple opportunities to use new words in reading sentences, paragraphs, or longer texts?	X	X	X	X	X	X	X	1	
17. Is extended instruction provided in multiple contexts to promote word awareness using word banks, vocabulary logs, writing, semantic maps, concept definition mapping, and word classification?	X	X	X	X	X	X	X	1	Various learning station support could be stronger.
18. Are strategies taught over time to ensure understanding and correct application?	X	X	X	X	X	X	X	1	
19. Are various aspects of word study included (either under vocabulary or word recognition) such as:									
Concepts of word meaning?	X	X	X	X	X	X	X	1	
Multiple meanings?	X	X	X	X	X	X	X	1	This program commonly uses one meaning.
Synonyms?	X	X	X	X	X	X	X	1	There are few examples of synonyms.
Antonyms?	X	X	X	X	X	X	X	1	
20. Is the use of context to gain the meaning of an unfamiliar word kept to a minimum?	X	X	X	X	X	X	X	1	
21. Is computer technology used to help teach vocabulary?	X	X	X	X	X	X	X	1	
TOTAL								32	

COMPREHENSION (C)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is comprehension instruction explicit?	X	X	X	X	X	X	X	1	
2. Is comprehension instruction systematic?	X	X	X	X	X	X	X	1	
3. Does comprehension instruction include coordinated instructional sequences and routines?	X	X	X	X	X	X	X	1	
4. Is comprehension instruction scaffolded?	X	X	X	X	X	X	X	1	

5. Does comprehension instruction include cumulative review?	X	X	X	X	X	X	X	1	
6. Are assessments included to measure and monitor progress in comprehension?	X	X	X	X	X	X	X	1	
7. Is learning to determine which strategy to use and why (metacognition) part of instruction?	X	X	X	X	X	X	X	1	
8. When a strategy is taught, is it applied frequently so students understand its usefulness?	X	X	X	X	X	X	X	1	
9. Does program instruction enable students to establish and adjust purposes for reading (e.g., reading to understand, interpret, inform, to enjoy, and to solve problems)?	X	X	X	X	X	X	X	1	
10. Does instruction support the use of multiple, coordinated comprehension strategies?	X	X	X	X	X	X	X	1	
11. Are guided and supported cooperative learning groups suggested as an instructional technique?	X	X	X	X	X	X	X	1	
12. Does instruction begin with the use of short passages?	X	X	X	X	X	X	X	1	
13. Does instruction emphasize that students have a conceptual understanding of beginning, middle, and end?	X	X	X	X	X	X	X	1	
14. Does the program provide prompts for the teacher to guide the students through texts using think-alouds?	X	X	X	X	X	X	X	1	
15. Are models of effective questioning techniques (e.g., Bloom's taxonomy) provided to guide and monitor students' comprehension?	X	X	X	X	X	X	X	1	
16. Are there ample opportunities for students to listen to narrative and expository text?	X	X	X	X	X	X	X	1	
17. Is instruction in narrative and expository text structures explicit?	X	X	X	X	X	X	X	1	
18. Do texts contain useful and familiar concepts and vocabulary?	X	X	X	X	X	X	X	1	
19. Are there instructional routines for comprehension strategies for use before, during, and after reading (e.g., prediction, story grammar, summarization, graphic organizers)?	X	X	X	X	X	X	X	1	
20. Is the "main idea" strategy taught	X	X	X	X	X	X	X	1	Units 6/7 are not as strong as others.

systematically (e.g., using pictures, then individual sentences, then paragraphs, etc.)?									
21. Are elements of story grammar (e.g., setting, characters, important events, etc.) taught and used for retelling a story?	X	X	X	X	X	X	X	1	
22. Does instruction focus on discussion story grammar and comparing stories?	X	X	X	X	X	X	X	1	
23. Is story grammar introduced systematically, beginning with simple text that gradually becomes more complex?	X	X	X	X	X	X	X	1	
24. Are students taught to use graphic organizers to illustrate relationships among concepts in text (e.g., story maps, Venn diagrams, and semantic maps)?	X	X	X	X	X	X	X	1	The program mainly suggests charts.
25. Are explicit strategies for interpreting information from charts, graphs, tables, and diagrams taught?	X	X	X	X	X	X	X	1	
26. After instruction, is there systematic review of:									
Literal comprehension?	X	X	X	X	X	X	X	1	
Retelling?	X	X	X	X	X	X	X	1	
Main idea?	X	X	X	X	X	X	X	1	
Summarization?	X	X	X	X	X	X	X	1	
TOTAL									29

STANDARDS ALIGNMENT	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is clear alignment provided to the Common Core State Standards?	X	X	X	X	X	X	X	1	Alignment is provided and easily found.
TOTAL								1	

MOTIVATION AND ENGAGEMENT (M&E)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
Does the program direct the teacher in ways to increase student motivation such as:	X	X	X	X	X	X	X	1	
1. Making reading relevant to students' lives?	X	X	X	X	X	X	X	1	
2. Providing meaningful goals for learning from texts?	X	X	X	X	X	X	X	1	
3. Making available a variety of choices (e.g., texts and assignments) that align with instruction?	X	X	X	X	X	X	X	1	There is a leveled reader database.
4. Providing opportunities for students to work collaboratively?	X	X	X	X	X	X	X	1	Instruction is suggested for large group, small group, paired groups.
TOTAL								5	

ASSESSMENT (A)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Are assessments included that teachers can use to guide student movement through the program (e.g., screening, progress monitoring, diagnostic, and outcome measures)?	X	X	X	X	X	X	X	1	
2. Does the program provide teacher guidance in using assessment results to differentiate instruction?	X	X	X	X	X	X	X	1	
3. Do the assessments identify students who are at risk or already experiencing difficulty learning to read?	X	X	X	X	X	X	X	1	
TOTAL								3	

PROFESSIONAL DEVELOPMENT (PD)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is adequate time offered for teachers to learn new concepts and practice what they have learned?	X	X	X	X	X	X	X	1	This may depend on when the training is held.
2. Is there a plan for coaches, mentors, peers, or outside experts to provide feedback to teachers and follow-up assistance as they put new concepts into practice?	X	X	X	X	X	X	X	1	There is a materials checklist for a coach and principal.
3. Are teachers taught how to administer and interpret assessments that accompany the program?	X	X	X	X	X	X	X	1	
4. Is program PD customized to meet participants' varying needs (e.g., first-year teachers, coaches, and principals)?	X	X	X	X	X	X	X	1	
5. Does the PD provide support (e.g., principal checklists, follow-up, in-class modeling, and a CD for viewing model lessons) to facilitate application of content?	X	X	X	X	X	X	X	1	This is indicated, but unspecified.
TOTAL								5	